

Need for Guidance and counselling services in higher secondary schools

- An analytical study

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Introduction:

School counselling takes place in public and private school settings in grades K-12. Counselling is designed to facilitate student achievement, improve student behaviour and attendance, and help students develop socially. Mental health professionals with master's degrees or beyond, and school counsellors both provide counselling and serve an educational role in and around schools. Many schools have full-time counsellors on staff to support students who are experiencing personal or academic challenges, help students choose careers and plan for college, and intervene when students face behavioural, physical, or mental health challenges.

Need of the research:

Guidance and counselling are the process that helps the students to know their skills, interests, and personality which will help students in further career selection. Guidance is the process in which a person can know their ability, interest, a capacity that will help in the encounter of problems faced by them. Guidance is the process of a dynamic interpersonal relationship that is prepared to influence the person's attitude and follow-up behaviour.

Objectives:

- To identify the counselling needs of students at higher secondary level.
- To identify the students, need of educational, vocational, social, emotional, behavioral guidance.
- To examine the provision of counselling facility in schools.

Hypothesis:

1. There is no significant difference between male and female students concerning guidance needs.
2. There is no significant difference between science and arts subject students concerning guidance needs

3. There is no significant mean difference between XI and XII standard students concerning guidance needs.
4. There is no significant difference between students whose parents' education is below and above X concerning guidance needs.
5. There is no significant difference between students whose parent's annual income is below and above 50000 concerning guidance needs.

Methodology:

a) Method: Descriptive Survey

b) Sample: 252 Higher secondary students from Ranipet District

c) Tool: A Questionnaire on guidance and counselling needs

d) Data Analysis: In the present study central tendency, standard deviation, 't' test statistical analysis and percentile analysis were used for data analysis.

Findings:

The specific findings that emerged out of the present investigations are as follows:

- ✚ There is a requirement for periodical counselling programmes in schools that guide students about their future careers.
- ✚ Students also require enough time to play and importance should be given to co-curricular activities.
- ✚ Male students, Arts group students, XI standard students, students whose parents studied below X std, and students from fairly high economic backgrounds require more guidance and counselling than Female, Science group, XII students, and students from poor educational and economic backgrounds.
- ✚ Emotional needs of students indicate that they are seeking less percentage (25% - 46%) of guidance and counselling in balancing their emotions irrespective of all dimensions.
- ✚ Students have confidence in themselves and cope with the prevailing critical situations easily.

- ✚ Social needs of students indicate that they are not seeking any guidance and counselling services, especially in building a good rapport with peer groups and societal members.
- ✚ Professional education-based needs of students (83%) indicate that they are seeking guidance and counselling more to get awareness for selecting their further studies irrespective of all dimensions.
- ✚ In particular male students (83%) and Students of XII standard (84%) need special attention in getting knowledge of professional education, life skills, and many other skill development programmes.
- ✚ They also require a special person (expert) to guide them by all means and require hands-on training in educational technology.
- ✚ Needs based on behavioural aspects indicate that they seek diminutive (27% - 42%) guidance and counselling services in handling the hard situations in their life and have a positive attitude too.

Summary of Findings

The following are the main findings of the present investigation.

1. 90% of Students require guidance and counselling in academics and 83% of students in professional education-based aspects.
2. Male (46%) and female (23%) students differ significantly in their emotional guidance needs.
3. Science (52%) and Arts (59%) students differ significantly in their scores of guidance needs in all dimensions. Arts group students need more guidance than science group students in academic (88%), emotional (47%) , and social (38%) needs.
4. XI and XII students differ significantly (nearly 7% difference) in their social, Professional education, and behavioural-based guidance needs.
5. The students whose parents' education is below and above X do not differ significantly in their guidance needs.
6. The students whose parents' annual income is below and above Rs.50000 do not differ significantly in their guidance needs.

7. Students require a reliable and consoling person to share their views to clarify their confused state of mind and also hate comparing themselves with others.
8. Facing strangers is a challenging task for the students and they do unwilling tasks too to avoid comments.

Conclusion:

The present study reveals that the higher secondary students have an average level of guidance needs in emotional and social aspects. The male students need more guidance than their counterparts. The Arts students need additional guidance than Science group students. The XI standard students need guidance more than their counterparts. Students from poor educational backgrounds need guidance more than their counterparts. The students whose parent's annual income is below Rs.50000 need more emotional and professional education-based guidance than their counterparts.

This study would be helpful and encourage the students to identify their counselling needs and problems and solve them through consultation with a good counsellor. Counselling in higher secondary school is unlike a formal counselling program focusing on remedying students' problems. It is also a tool for preventing normal problems from becoming more serious and resulting in delinquency, failure, and emotional disturbance. It can also be a major remedial force for helping children in trouble side by side there is some need for students which is overcome through the help of counselling.

Educational implications:

The result of the study shows that the level of higher secondary students' guidance needs, and guidance programs need to be introduced in schools to meet the varied needs of the educational systems, administration, and students. Guidance helps the students to have a better self-understanding and proper adjustment to self and society. Developing proper motivation and clarification of goals and ideas to students in conformity with their basic potentialities and social tendencies is important.

Students are given proper guidance on how to deal with psychological problems which can badly impact their studies. It helps to shape a student's behaviour and also instill enough discipline in them. Proper guidance helps them achieve their goals, well guided & counselled

students to know what to do and how to do things in the best possible way. Students learn how to live-in peace and harmony with others in the school community.

RECOMMENDATIONS

The following recommendations are made for Factors that influence Higher secondary school students' choice of career in the Ranipet district:

- 1) The government should support guidance and counselling practically by providing and making funds available for all the services in guidance and counselling.
- 2) Guidance and counselling should be integral to higher secondary school programmes and supported by all concerned.
- 3) All school administrations should consult the guidance counsellor in implementing some of the counselling programmes.
- 4) Guidance counsellors should be committed to the counselling programmes by helping the teachers identify students with learning problems and informing the teachers so that different individualized methods can be used for effective teaching and learning.
- 5) Parents should also be included in the guidance and counselling programme by giving them progressive reports of their students.
- 6) Counsellors should understand their limits in helping the students and therefore use referrals.
- 7) Teachers are made responsible for students' guidance and counselling.
- 8) Each higher secondary school should appoint a Career consultant and professional counsellor.
- 9) Market need assessment results should be communicated to students through handouts, information display boards, and teacher-parent meetings.
- 10) The counselling process should be assessable to each student.